

I-4 Guide Steps for Student Interview

The purpose of the student interview is to determine if the student is actively involved in the IEP process and the PEA is making every attempt to include the student.

Select a sample that includes all the disability categories that the PEA serves. The sample should include students who are 14 years of age and older.

It is recommended that the interviewer obtain parental permission before conducting this interview. Before conducting the interview, explain to the student the purpose of the interview. Briefly record the student's responses.

SOF Location	Instructions
No Citation	1. Use the questions listed as prompts, as necessary. Note student's strengths and needs.
No Citation	2. If the student says, "I don't know," use the student's strengths to ask questions, such as "Have you thought about doing _____?"
No Citation	<p>3. Transition services should be based on student outcomes. This is a joint venture between students, parents, community, and the school. There should be a link between student-desired outcomes and the IEP program. The IEP should also reflect the student's needs.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Assessments of skills and interests • Work with me on my course of study • Help develop work experiences, such as job shadowing or a job • Community connections (VR, DDD, etc.) • Independent living skills, such as budgeting, shopping, banking, etc.
No Citation	<p>4. Determine if the school has been engaged in activities that help prepare the student to be an active member of the IEP team.</p> <p>Examples of activities could include:</p> <ul style="list-style-type: none"> • Definitions of special education terminology • Conducting meetings • Student-led IEP meetings • Classes on components of the IEP document • Invitations to agencies • Student rights

No Citation	<p>5. The LEA should invite the student if the purpose of the meeting is to discuss transition needs.</p> <ul style="list-style-type: none"> • If the answer is YES, determine the student's role in the IEP meeting. Examples of roles could include: <ul style="list-style-type: none"> ○ Prepare goals and objectives ○ Facilitate meetings ○ Invite others to attend meetings ○ Participate in discussion • If the answer is NO, note the student's reasons. Determine what measures the school took to involve the student. What steps did the school take to explain the outcome of the IEP meeting? Examples of measures could include: <ul style="list-style-type: none"> ○ Discussion with teacher before meeting ○ Completion of inventories
No Citation	<p>6. The student should be able to talk about how he or she is doing in school, areas of difficulty, likes and dislikes, and/or make reference to the benefit he or she is receiving from the special education services.</p>
No Citation	<p>7. Use this item to solicit information regarding the student's perceptions of the school's special education program.</p>